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ABSTRACT

This document provides an overview of the nature of nine strategies for providing instructional support services and the advantages, disadvantages, and role of Chapter 1, Pupils with Special Education Needs (PSEN), and Pupils with Compensatory Education Needs (PCEN) funds in each. The strategies are: (1) the pull-out approach; (2) the in-class coteaching approach; (3) the pull-aside approach; (4) the high school team teaching approach; (5) preschool programs; (6) the reduced class size approach; (7) replacement (extended pull-out) projects; (8) add-on projects; and (9) the multiple-funded approach. Appendices include six structural models for conducting in-class support programs; two examples of replacement projects at the elementary school level and three at the secondary school level; examples of supplementary services for Limited-English-Proficiency (LEP) students; and sample formulae for PSEN reduced class size projects. (CLA)

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STRATEGIES FOR ORGANIZING INSTRUCTIONAL SUPPORT SERVICES

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INTRODUCTION

Strategies for providing instructional support services must focus on the student's success in his/her developmental program. Chapter 1 Law states that the purpose of assistance... "is to improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local education agency ... (the) Application shall provide assurance that the programs and projects described ... allocate time and resources for frequent and regular coordination of the curriculum under this Chapter with the regular instructional program."

New York intends the word "Congruence" to express commitment to the spirit and the letter of the law calling for coordination, cooperation, focused instruction, and the elimination of fragmented approaches.

Learning activities must focus on the student. All persons involved in the student's instructional program must have a common understanding of anticipated learning outcomes for the student.

Administrative and instructional staff (both support and developmental teachers) should meet to discuss and plan procedures to implement coordinated programs and services. The strategies described in this brochure may be meshed together in a combination of approaches. In addition to group planning, time should be made available for support and classroom teachers to meet concerning the individual student's program.

It is the school district that makes the decision regarding the particular instructional method or setting to be used when providing instructional support services. The primary consideration in selecting an instructional strategy should be the students. Support services provided by Chapter 1, PSEN, and PCEN funds must supplement, not supplant State requirements for all eligible children and any services required by court order. Documentation of educationally advantageous instructional support programs must show the special needs of eligible students are being met. Any approach chosen should be congruent with the local core program.

Common program designs include pull-out, in-class, pull-aside, team teaching, preschool, reduced class-size, replacement, add-on, and multiple-funded approaches. If implemented properly, these approaches can conform to the Chapter 1, PCEN/PSEN funding requirements.

Pull-Out Approach

Funding: Chapter 1/PSEN/PCEN

Description:

Chapter 1, PSEN, and PCEN funds must supplement State and local requirements for all eligible children and those services required by a court order.

Instructional support services are provided to participating children in a different setting or a different time in a separate class by an appropriately certified support teacher or educational assistant. A teacher aide may perform non-instructional duties under the support teacher's supervision. Support services are provided for less than 25 percent of the student's time. Planning between the classroom and support teacher to develop common student learning outcomes and a coordinated instructional program must occur.

Advantages:

- Eligible students receive services away from classroom distractions.
- Support teacher can focus on student needs in a small group setting, using varied materials.
- Support teacher has flexibility to arrange varied activities for the students in this setting without distracting other students. Such activities may include acting out plays, working on computers, or playing learning games.

Disadvantages:

- Child is removed from the classroom; therefore, missing some instructional and/or work time.
- Teaching time is lost as the student travels to another classroom.
- Classroom teacher may feel he or she is not responsible for the student since the support teacher works regularly with the child.
- Difficulty in scheduling planning and meeting time between classroom and support teacher.
- Stigma of leaving classroom for extra help.
- Without appropriate planning, instruction can be fragmented.

In-Class Co-Teaching Approach

Funding: Chapter 1/PSEN/PCEN

Description:

Chapter 1, PSEN, and PCEN funds must supplement State requirements for all eligible children and those services required by a court order.

An in-class project provides instructional services for participating children in the same setting and within the time period they would receive instruction if they were not receiving support services. An in-class project meets the supplement, not supplant requirement if --

- The project is designed to meet eligible participants' special educational needs.
- The classroom teacher who would be responsible for the provision of instructional services to participating children in the absence of Chapter 1/PCEN/PSEN remains responsible for, and continues to perform, those duties the teacher would be required to perform in the absence of Federal/State funds. This includes planning the regular instructional program for all children, providing them with instructional services, and evaluating their progress; and
- Instructional support staff (Chapter 1, PCEN/PSEN funded) work closely with the classroom teacher, who is ultimately responsible for the provision of instructional services to participating children, so as to provide services that are designed to meet participants' special educational needs.

Advantages:

- Student receives assistance within classroom setting from the classroom teacher and the support teacher (more individual attention and assistance).
- Opportunity for staff members to work together for the good of students.
- More complex projects may be accomplished.
- Intensive staff development would be provided.
- Communication/collaboration between classroom and support teacher increases.

- Control in classroom may be enhanced.
- Modeling of strategies helps teachers grow.
- Instructional continuity is maintained.

Disadvantages:

- Personality conflicts between classroom and support teacher.
- Turf issues.
- Support teacher or developmental teacher may serve only as an aide during the classroom sessions.
- Some students may be distracted by having two adults teaching in the classroom at the same time.
- Instructional roles and individual responsibilities of teachers may not be clear.

Pull-Aside Approach **(Push-In)**

Funding: Chapter 1, PSEN/PCEN

Description:

A number of schools are providing in-class assistance through a pull-aside program. In this approach the support teacher is scheduled in the classroom where students who are eligible for support services are assigned. Support staff usually bring instructional materials with them and store the materials in the classroom. Individual folders may be transported or kept in the classroom file. Students receive instruction in an area apart from their classmates at the same time that the classroom teacher is working with other small groups. Eligible children have a reading/math class with the classroom teacher in addition to their lesson with the support teacher.

Advantages:

- Students receive services in a familiar setting.
- Each teacher can observe the identified student's classroom behavior and learning.
- Teachers can learn from one another.
- A push-in program may provide a better utilization of space in an overcrowded school.
- Instructional flexibility is greater.

Disadvantages:

- Students may still feel a stigma from being pulled aside.
- Simultaneous teaching and learning activities can be distracting.
- Some classroom teachers resent sharing their room with another teacher.
- Some instructional support teachers feel more like aides than teachers.

High School Team Teaching Approach

Funding: Chapter 1/PSEN/PCEN/Local

Description:

Educators in New York State grapple with many problems in trying to comply with the requirements of Part 100 (Regents Action Plan) for students at the secondary level especially when those same students require support services in more than one subject. A major problem is scheduling all the required courses and services. Because of the difficulty in finding time for instructional support services, some high schools are using the team teaching approach. Following is an example of this approach used in a high school English class.

Two teachers (one English, one reading) work as a team during the English class period. The size of the class is reduced. All students in these English classes are students who are eligible for support services in reading and/or writing. Chapter 1 and/or PSEN/PCEN funds are used in a supplemental manner. The district-paid and Chapter 1/PSEN/PCEN paid teacher team teach the group using the regular district curriculum with enhancements to best serve their particular group of low-achieving students.

With this format students who require support services receive the appropriate services five times each week.

In preparation for adopting this model, consider the following:

1. Volunteers should be solicited from among teachers appropriately certified. Implementation is more successful with teachers who are willing to work together.
2. A review and modification of the English course should be undertaken to construct an English curriculum which satisfies the State requirements and lends itself to providing support services in reading and writing.
3. Preservice training should be provided to participating teachers.
4. Teacher schedules should incorporate regular time for collaborative planning sessions during the school year.

Team-teaching makes it possible for the support specialist to provide appropriate intervention as the student needs assistance, in the context of the developmental classroom. The district is not folding two programs (developmental and support) into one program. Rather, they are creating a new English program which is adapted to the special needs of the individual student. Since the curriculum meets the State requirements, the student can receive credit for the course.

Advantages:

1. A congruent developmental/support program which will effectively meet each student's needs.
2. Students will have the time available for the courses required by Part 100.
3. Students can receive credit toward meeting graduation requirements.
4. Students meet with success and are less likely to drop out.

Disadvantages:

1. Added expense to reduce class size.
2. Time needed to revise curriculum.
3. Personality conflicts between teachers/turfdom.

Preschool Programs

Funding: Chapter 1

Description:

A local educational agency (LEA) may use Chapter 1 funds to initiate supplemental preschool programs funded with State or local funds. If an LEA does not have a preschool program, one can be initiated for eligible Chapter 1 students, from eligible Chapter 1 attendance areas, even though no other preschool program exists. An LEA that is able to provide some funds for a limited number of preschool children may still provide supplemental Chapter 1 services. In this case, the LEA uses Chapter 1 funds for services to eligible preschool children if educationally deprived children, in the aggregate, in eligible attendance areas receive at least the same level of State or local funds that are made available for preschool children in non-eligible attendance areas. For example, if the LEA has sufficient resources to serve some preschool children in the district, and one-half of the preschool children are in non-Chapter 1 areas, it may expend not more than one-half of those funds for preschool services in the non-Chapter 1 areas. The other one-half or more of the State or local funds must be expended on educationally disadvantaged children in the Chapter 1 project area. Then Chapter 1 could provide preschool services for additional eligible Chapter 1 children.

The requirements for Chapter 1 funding of educational programs for preschool age children are the same as for children of any other age level. Chapter 1-funded programs must be supplementary to existing services, must serve children who reside in eligible attendance areas and must be based on an assessment of educational needs. Children selected must include those children who have the greatest need for special assistance. Sources of information used in the needs assessment process might include standardized test score data, results of informal diagnosis, readiness tests, or observations by professional staff.

Advantages:

This early intervention approach allows an opportunity for enrichment activities to prevent the need for later interruption of education programs to provide additional assistance for students.

Disadvantages:

It is sometimes difficult to assess the educational needs of young children.

Reduced Class-Size Approach

Funding: PSEN/PCEN/Local

Description:

In a reduced class-size project, both the developmental and instructional support services are provided to eligible participating students in a small homogenous class by the classroom teacher. The class size is reduced to half the size of a regular class, for that grade and subject in order to provide more time for individual attention for the students. The following must be taken into consideration when implementing this approach:

- Documentation for this program must be maintained by the classroom teacher for each priority area in which the students receive support.
- It is important to select the most qualified classroom teachers to provide this intense program.
- In-service sessions should be provided by the project coordinator and/or support staff members for classroom teachers before they undertake this approach. In-service should also be provided to classroom teachers on a continuing basis.
- At the elementary level, instructional support services may be provided in the priority areas of reading, math and writing. Up to 50 percent of the teacher's salary could be charged under PSEN/PCEN if the classroom teacher is providing supplementary support in all priority areas. The rest of the teacher's salary must be paid from local funds, to cover all other required subjects.
- At the secondary level, one-half of the teacher's salary for the reduced-size class may be charged under PSEN/PCEN. The other half of his/her salary for the class is paid with local funds (ex. .10-PSEN, .10- Local = .20 for one class period).*
- The services of a teaching assistant or teacher aide may be helpful in this program.
- Changing class size alone is not sufficient to produce major changes in educational performance. Teachers need to change

*See Appendix E for a Sample Formula for PSEN Reduced Class-Size Projects.

their method of instruction. Appropriate instructional strategies must be selected to meet the students' needs.

Advantages:

- The student receives support services along with the developmental program in the classroom setting.
- The classroom teacher can focus on the student's needs within this smaller group.
- More in-depth and varied projects may be accomplished in this smaller class.

Disadvantages:

- The classroom teacher may feel unprepared to set up this intensive type of program necessitating the need for ongoing in-service sessions to build confidence.
- Students are homogeneously grouped and, therefore, don't have the opportunity for cooperative learning experiences with higher-achieving students.
- In many cases, classroom teachers are unable to maintain the level of program documentation that is required.
- Students receiving support services may require more time on task than is being provided in the reduced-size class.

Replacement Projects

(Extended Pull-Out)

Funding: Chapter 1

Description:

A replacement project or extended pull-out project provides Chapter 1 services for a period of time that exceeds 25 percent of the time--computed on a per day, per month, or per year basis--that a participating child would, in the absence of Chapter 1 funds, spend receiving instructional services from a particular teacher of a required or elective subject who is paid with other than Chapter 1 funds". A replacement or extended pull-out project meets the supplement, not supplant requirement if the Chapter 1 services have all of the following characteristics:

- Chapter 1 services are provided to participating children in a different classroom setting or at a different time than would be the case if these children were not participating in the Chapter 1 project.
- The Chapter 1 project provides services that replace all or part of the course of instruction regularly provided to Chapter 1 participants with a program that is particularly designed to meet participants' special educational needs.
- The LEA provides from funds other than Chapter 1 either the FTE number of staff that would have been provided for the services replaced by the Chapter 1 project or the funds required to provide the number of staff.

In calculating the FTE number of staff the LEA must provide from funds other than Chapter 1, the following principles apply:

1. If an extended pull-out or replacement project operates in more than one school, the appropriate staff to be provided from other than Chapter 1 funds must be determined in the aggregate for all the schools implementing the project.
2. If more than one extended pull-out or replacement project is implemented by the LEA, e.g., one in mathematics and one in reading, the appropriate staff to be provided from

"See Appendix B for examples of replacement projects and methods for calculating required LEA resources.

other than Chapter 1 funds must be calculated separately for each replacement project. The calculation, however, must be determined in the aggregate for all schools within each replacement project.

3. The LEA is not required to provide fractional parts of an FTE staff member for an extended pull-out or replacement project. However, the dropping of fractional parts of FTEs must be done for calculations across an entire extended pull-out or replacement project rather than on an individual school basis.

Advantages:

- This approach eliminates program fragmentation.
- The support teacher has extended time to provide regular instruction, including support services.
- Opportunities are provided to address the developmental needs of individual students.

Disadvantages:

- The curriculum for some subjects may become too "watered-down."
- Students may not receive adequate instruction to cover the district's required course content.
- Courses may become totally remedial in nature, excluding the opportunity for students to acquire more advanced skills.
- This approach requires districts to provide locally funded resources in exact proportion to the amount and type of Chapter 1 services provided. Districts must calculate resources using a prescribed formula by subject and level (elementary, secondary) across all schools involved.

Add-On Project

Funding: Chapter 1

Description:

An add-on project provides Chapter 1 services at a time that participants would not be receiving State or locally funded instructional services, including periods such as study halls, before or after the regular school day, or summer sessions. The project meets the supplement, not supplant requirement if the project is designed to meet participants' educational needs.

It is critical that coordinated planning occurs between the classroom and support teacher in developing the students' program. Teachers must meet on a regular basis to focus instruction for the student, review progress, and avoid program fragmentation.

Advantages:

- Students do not miss other subjects in order to receive support services.
- Support programs are not in competition with other academic programs for a time slot.

Disadvantages:

- Attendance may be poor for secondary students who have jobs or extracurricular activities.
- Students may feel as though they are being punished by remaining after school, etc., for services.

Multiple-Funded Approach

(Rotating Teacher)

Funding: Chapter 1/PSEN/PCEN/Local

Description:

Chapter 1, PSEN, and PCEN funds must supplement the level of funds that would, in the absence of these funds, be made available from other state and local funds for the education of children participating in the support projects.

A multiple-funded project provides instructional support services for up to one hour per day to eligible students using the classroom teacher in a regular heterogenous classroom. The salary of the classroom teacher is split-funded. For the time spent with eligible students, the classroom teacher is formally relieved of responsibility for other students, by a rotating teacher or teaching assistant, and spends time exclusively with the eligible participants.

- An additional teacher is hired by the district to support this program.
- The proportion of the salary costs paid by supplementary funds is equal to the actual portion of each classroom teacher's total work day spent providing support services.
- The support services are supplemental to the base program and designed to meet the students' special educational needs. The eligible participating students receive all services they otherwise would receive in the core program.
- The classroom teacher keeps time distribution records to show the actual time spent providing supplemental benefits for eligible participating students.

Advantages:

- This approach allows for smaller regular classroom loads, continuity, and maximum coordination of the students' education.

Disadvantages:

- Simultaneous teaching and learning activities are sometimes distracting.

- Some classroom teachers may resent sharing their room with another teacher.

Example A: An LEA wishes to provide a special program of support instruction for up to one hour per day to Chapter 1 students using the classroom teacher. Where normally a maximum of five teachers are required to be hired (for a 1:20 ratio) to instruct a particular number of students in one grade, six teachers are hired. Each of the six teachers is assigned a class in which about five students are Chapter 1 students. Each of the six teachers spend up to one hour per day providing Chapter 1 services exclusively to the Chapter 1 students in one section of the room while a teaching assistant oversees the other students in another part of the room. For the portion of time the teachers spend with the Chapter 1 students exclusively, their salaries are charged to Chapter 1. Collectively, the portions of time should equal one full-time equivalent (FTE) teacher's salary charged to Chapter 1.

Example B: An LEA wishes to provide a special program of support instruction for up to one hour per day to Chapter 1 students using the classroom teacher in the regular classroom. For example, five regular teachers are provided by the LEA to teach the students at one grade level for a five-hour instructional day. An additional teacher is hired by the LEA to rotate among the five classrooms for one hour in each classroom and replace the regular classroom teacher for that period. During the time the rotating teacher is in a classroom, the regular teacher provides intensive instruction for the Chapter 1 students to meet their special educational needs that is in addition to the services the students would receive if there were no Chapter 1 services. The rotating teacher takes over the regular program of instruction with the remaining students. Either each classroom teacher's salary could be charged to Chapter 1 for the portion of the time the teacher spends solely with Chapter 1 students, or the salary of the additional teacher hired to rotate among the five classes could be charged to Chapter 1.

*From U.S. Department of Education, Chapter 1 Policy Manual, April 1990.

APPENDICES

APPENDIX A

STRUCTURAL MODELS FOR CONDUCTING IN-CLASS SUPPORT PROGRAMS

The following models for conducting instructional support programs suggest ways in which districts may provide supplementary services for students other than through pull-out classes. Administrators may wish to conduct a pilot study to determine the practicality of a chosen plan. Then, changes to meet observed program needs will require only minor tailoring, small scale refinements, before a districtwide plan is adopted.

Although these examples are mainly in the areas of reading and writing, the models may be applied in other subject areas.

Chapter 1/PSEN/PCEN funds may be used to conduct the program if the following conditions are met.

- The student-teacher ratio is based on the number of eligible students and the available funds.
- Eligible Chapter 1/PSEN/PCEN students have been assigned to the classroom.

MODEL 1

ELEMENTARY SCHOOL: CLASSROOM/READING TEACHER TEAM

OBJECTIVE:

To provide support for students not meeting state mandated reading and writing requirements by giving additional instruction in the classroom in a coordinated language arts program.

FOCUS:

Providing instruction within the classroom allows not only flexibility in meeting individual needs, but also assures appropriate instruction and continuity of skills development and comprehension across disciplines.

STAFF/FUNDING:

Staff consists of a team including classroom teachers (locally funded), certified reading teacher(s), and possibly teaching assistant(s) or aide(s). Since salaries of classroom teachers

come from local funds, and they are providing differentiated instruction to meet the needs of all students, Federal and State funds may be used for other staff.

TIME:

A language arts block of time is scheduled daily. One planning period a week is also scheduled for the team's use in determining desired student outcomes, instructional objectives, shared responsibilities, and grouping procedures. The team schedules the reading teacher's time in the classroom so that (s)he can provide 30 minutes of instruction at least 3 times a week for those students with reading/writing deficits.

INSTRUCTIONAL PATTERN:

Students in need have developmental and support instruction under the direction of either teacher or both teachers on each of the three days scheduled to the reading teacher for sharing the class. Flexibility in grouping is essential as are shared responsibilities by the team. For example, the classroom teacher may be giving instruction in reading to help students determine implied meaning. The reading teacher would work with eligible students to give extra help in discovering cues and interpreting word and sentence meanings thus providing insight into the process. An assistant would be supervising students as they work independently, correcting errors, or suggesting a re-consideration of an answer. Support staff might also guide students who are working individually on activities which reinforce the classroom instruction. The classroom teacher provides instruction maintaining continuity in the planned program, during the other two days weekly.

DOCUMENTATION RESPONSIBILITIES:

Individual folders are kept for each student to provide information about diagnosed needs, interests, levels, progress in meeting instructional objectives, and parental contacts. The team determines how to share responsibilities for maintaining up-to-date records. Procedures are carefully defined.

EVALUATION:

Student progress in the program is the best indicator of its success. Staff surveys, administrative supervision, parent comments and reactions of students also are used to determine program success.

MODEL 2

ELEMENTARY SCHOOL PULL-ASIDE PROGRAM

OBJECTIVE:

To provide reading/writing support in the classroom environment for those students not meeting competency requirements.

FOCUS:

Children who receive pull-aside instruction in their own classrooms are not missing any class activities. They are not stigmatized by a noticeable pull-out program.

STAFF/FUNDING:

There is no appreciable difference in staff or funding between pull-out and pull-aside support programs.

TIME:

There is no appreciable difference in time allotted to the two different programs. It may be easier to schedule time in classrooms than to find appropriate times to pull-out students from several classrooms. Planning time for the classroom and support teacher should be built into the school day.

INSTRUCTIONAL PATTERN:

The support teacher is scheduled into classrooms where students eligible for support services are assigned. Students receive instruction aside from their classmates at the same time that the classroom teacher is teaching reading to other small groups. The children who receive this support have a reading class as well with their classroom teacher at another time during the day.

DOCUMENTATION RESPONSIBILITIES:

The support teacher keeps the record folders which are stored in the classroom and available to the classroom teacher. Coordination between the classroom and support instruction is planned consistently. The two teachers are co-workers, each having a designated teaching area. A procedure for mixing groups at times and sharing instruction responsibilities can be planned. Informal accessibility to one another, is an asset to both teachers. Convenience of classroom curricular materials is a boon for the reading teacher. Closer articulation with the classroom activities is possible and

transfer of learning from one instructional situation to the other can be assured. This design should offer better possibilities for integration and coordination of the two instructional situations to deter fragmentation of efforts.

EVALUATION:

The progress of individual students, their well-being because of reduced fragmentation, teacher/parent opinion polls, and study of cost effectiveness of support programs should provide evidence of program success.

MODEL 3

INTERMEDIATE GRADES SUPPORT SERVICES

OBJECTIVE:

To provide in-class support in reading and/or writing for those students in grades 4-6 who did not meet the statewide reference point on the 3rd grade Degrees of Reading Power Test for Elementary Schools and/or the 5th grade Writing Test for New York State Elementary Schools.

FOCUS:

Class size is reduced to no more than 20 students who have been identified not only by the state tests, but by a standardized test score and teacher recommendation.

STAFF/FUNDING:

Classroom teachers provide the local effort. Part-time teaching assistants who meet SED guidelines for that position are funded by Chapter 1 or PSEN/PCEN. A certified reading teacher has overall supervision of the remedial reading program.

TIME:

Daily, two hours of instruction during a language arts block of time are shared by the classroom teacher and assistant.

INSTRUCTIONAL PATTERN:

The language arts core consists of reading, literature, language, speaking, writing and, in the elementary school, spelling. Library/media center use and instruction are scheduled regularly. Flexible grouping based on individual diagnosed need is provided by staff with a sharing of

responsibilities. The certified reading teacher provides consultant services, assistance diagnosing student needs and determining placement and progress in appropriate instructional materials, and, when appropriate to the need, support instruction.

DOCUMENTATION RESPONSIBILITIES:

The classroom teacher maintains a folder for each student to indicate learning objectives based on individual needs, success in meeting objectives, interests, learning rates, materials used for instruction, and parent contacts. The assistant and the students assist in record keeping. Samples of student work are readily available.

EVALUATION:

Student progress is the best indicator of success of the program. Surveys of parent and student reactions, administrative/supervisory overviews, and staff satisfaction with program design are other indicators.

MODEL 4

MIDDLE SCHOOL SUPPORT SERVICES: SELF-CONTAINED CLASSROOMS

OBJECTIVE:

To provide a classroom setting for support and developmental programs, significantly reducing problems associated with pullout and establishing the classroom as a learning area.

FOCUS:

The plan can be adapted for use in other grades but is tailored specifically for grades 5 and 6. Two adjacent classrooms accommodate three instructional groups and independent study groups simultaneously.

STAFF/FUNDING:

A teacher cluster, comprised of a classroom teacher certified in reading and 2 other classroom teachers, provides instruction in two adjacent classrooms for 45-50 students. For students needing additional instructional time, this arrangement works well. The district provides daily support services for those students not meeting minimum requirements on state mandated tests with instruction appropriate to needs across all the disciplines. Chapter 1 or PSEN/PCEN funds may be used for partial salaries of teachers providing

supplementary support services. The school librarian/media specialist is a strong adjunct to the program.

TIME:

Since the two classrooms are assigned a three teacher cluster, there can be greater flexibility in scheduling support/developmental/content subject classes. Assigning students heterogeneously to the classrooms so that those in need of support services are included with average and above average students allows for efficient use of teacher time. Planning time for the teacher clusters is built into the schedule.

INSTRUCTIONAL PATTERNS:

Cluster teachers plan the programs, share responsibilities, evaluate student progress and provide a fair share of support services capitalizing on teacher strengths. The use of two classrooms and three teachers allows large group instruction to be going on in one room while two smaller groups are having specialized instruction in the adjoining room. Such instruction may be on the same topic, but will be based on need and appropriate reading level and interests of students. The delivery system for support services is efficient, based on immediate need as well as long-term needs. Opportunities for student interaction, peer teaching, and independent study are maximized. Supervision to assure continuity and coordination may place heavier than usual demands on administrators when the program is initiated. Adequate planning time for teacher clusters must be provided.

EVALUATION:

Careful documentation and articulation of student progress is essential. Student progress and improvement in affective, as well as cognitive behaviors should be monitored. Teacher surveys, parent and student opinion polls, and other teacher reactions should provide additional evaluation.

MODEL 5

MIDDLE SCHOOL, HETEROGENEOUS GROUPING

OBJECTIVE:

To provide, during the English class period, supportive instruction in reading and writing for students not meeting minimum requirements on state mandated tests.

FOCUS:

Departmentalized classes are heterogeneously grouped to allow interaction of students with a variety of abilities, interests, and personalities. This design provides instructional time to meet individual student needs capitalizing on teacher strengths and interests.

STAFF/FUNDING:

Staff consists of a team of certified English teacher(s), certified reading teacher(s), teacher/library/media assistant(s) or another staff member. Chapter 1 and PSEN/PCEN funds may be used in addition to local funds if requirements for doing so are met.

TIME:

The Language Arts/English class period is scheduled during a 90 minute block of time. Class is divided into three sections of students. Each section is routed through the cycle with one third of the time used for English instruction, one third used for developmental reading and the remaining third of the period occurring in a lab setting for support services, independent study or enrichment opportunities. The teacher team is allocated time each day for planning, material preparation, individual testing, and extra-tutoring.

INSTRUCTIONAL PATTERN:

By cycling sections of students through the 90 minute class period, teachers can work with reduced class sizes, offering more opportunities for individualizing and student interaction. Materials and instructional strategies can be selected more appropriately to meet the needs and interests of students. During the lab period designated practice in Language Arts related skills, reading in content subjects, further reading in literature, independent study, and project development time are arranged. Those students needing support services receive instruction based on their diagnosed needs in all three sections of the class period.

DOCUMENTATION RESPONSIBILITIES:

Responsibilities for maintaining records for individual folders are shared by the teachers of the sections. A plan for the procedure is developed by the team, each member of the team maintaining the progress report as assigned. In this way, a continuous integrated Language Arts student profile is assured.

EVALUATION:

Benchmarks are set to determine whether students are fulfilling expectations. Frequent assessment to assure progress is maintained. Teacher/pupil/parent surveys to determine reactions to the program are good indicators of program quality.

MODEL 6

SECONDARY SCHOOL TEACHING TEAM

OBJECTIVE:

To provide support instruction within the content subjects for students not meeting minimum competency on state mandated tests.

FOCUS:

Students in need of support in reading and/or writing receive appropriate instruction in a back-to-back scheduling of English and another content subject. By scheduling two subject areas to occur during a double period in adjacent rooms, shared instructional responsibilities by a three-teacher team can result in greater productivity in learning.

STAFF/FUNDING:

An English teacher, another content teacher, and a reading teacher plan and share the instructional responsibilities for integrating skills and coordinating content of the two subject areas. Chapter 1 or PSEN/PCEN funding for the reading teacher can be approved since local efforts are meeting the core program requirements for those in need of support services.

TIME:

Two class periods are needed for allowing a flow of students between rooms as activities related to two subject areas are correlated. One period a week is set aside for team planning,

determining objectives, selecting materials, and assessing student progress.

INSTRUCTIONAL PATTERN:

Improved reading and writing in the content of English and the other subject area, refinement of oral language skills, improvement of the art of communicating, taking advantage of related literature, using library for enhancing study skills, and delving into the content area for improved understanding can occur by integrating the two curricula when this plan is adopted. A variety of grouping procedures is possible when three teachers are sharing two classes. Large group instruction, three small groups, or two small groups and independent study are feasible. If library/media accessibility fits this time slot, greater expansion of purposes and productivity is possible. Instructional support occurs more readily when needs can be addressed immediately in content that is meaningful.

DOCUMENTATION RESPONSIBILITIES:

Folders must be maintained for students in need of support. The team plans the procedure for this responsibility. It should be done by sharing tasks. In that way each member of the team is aware of student progress and tailors instruction to meet individual needs. Information about diagnosed needs, interests, aptitudes, levels of achievement and progress in meeting learning objectives is kept up to date. Samples of students' work are provided in the folders.

EVALUATION:

The best indication of success in this design is how well students are meeting expectations and whether they are progressing toward attaining competency in deficient skills. Teacher, student, parent surveys to determine reactions, and interest on the part of other staff are good indicators of a successful program.

APPENDIX B

EXAMPLES OF REPLACEMENT PROJECTS*

Elementary School (self-contained) - Example 1

This example pertains to an LEA that has one school implementing a language arts replacement project.

Items to know before calculating the resources the LEA is required to provide are as follows:

- Average class size for a full-time teacher in that school.
- Number of minutes per day a full-time teacher provides instruction.
- Number of children to be served by the replacement project.
- Number of minutes per day that language arts is taught in the regular program.

Let the average class size be 25, the number of minutes a teacher teaches per day be 300, the number of students to be served be 75, and the number of minutes language arts is taught per day be 120.

- Calculate the percent of time per day that the students will participate in the replacement project by dividing the number of minutes the students will be served by the total number of minutes a day a full-time teacher provides instruction.

$$\frac{120 \text{ minutes}}{300 \text{ minutes}} = .4 \text{ or } 40\% \text{ of a school day}$$

- Calculate the number of students a teacher would teach for 40 percent of the day by multiplying that percent of the day by the number of Chapter 1 students to be served.

$$75 \text{ Chapter 1 students} \times 40\% = 30 \text{ students}$$

- Calculate the number of FTE teachers to be provided by the LEA by dividing the number of students calculated above by the average regular class size.

$$\frac{30 \text{ students}}{25 \text{ students}} = 1.2 \text{ FTE teachers}$$

*From U.S. Department of Education, Chapter 1 Policy Manual, April 1990.

Since the fractional portion of an FTE can be dropped, the LEA must contribute resources equal to 1 full-time teacher.

* * * * *

Elementary School (self-contained) - Example 2

This example pertains to an LEA that is going to implement a language arts replacement project and a mathematics replacement project in one school.

Items to know before calculating the resources the LEA is required to provide are as follows:

- Average class size for a full-time teacher in that school.
- Number of minutes per day a full-time teacher provides instruction.
- Number of children to be served by the language arts replacement project.
- Number of children to be served by the mathematics replacement project.
- Number of minutes per day that language arts is taught in the regular program.
- Number of minutes per day that mathematics is taught in the regular program.

Let the average class size be 25, the number of minutes a teacher teaches per day be 300, the number of students to be served in language arts be 75, the number of students to be served in mathematics be 40, the number of minutes language arts is taught per day be 120, and the number of minutes per day mathematics is taught be 70.

Language Arts

- Calculate the percent of time per day that the students will participate in the language arts replacement project, by dividing the number of minutes the students will be served by the total number of minutes a day a full-time language arts teacher provides instruction.

$$\frac{120 \text{ minutes}}{300 \text{ minutes}} = .4 \text{ or } 40\% \text{ of a school day}$$

- Calculate the number of students a teacher would teach for 40 percent of the day or multiplying that percent of the day by the number of Chapter 1 students to be served.

$$75 \text{ Chapter 1 students} \times 40\% = 30 \text{ students}$$

- Calculate the number of FTE teachers to be provided by the LEA by dividing the number of students calculated above by the average regular class size.

$$\frac{30 \text{ students}}{25 \text{ students}} = 1.2 \text{ FTE teachers}$$

Mathematics

- Calculate the percent of time per day that the students will participate in the mathematics replacement project by dividing the number of minutes the students will be served by the total number of minutes a day a full-time mathematics teacher provides instruction.

$$\frac{70 \text{ minutes}}{300 \text{ minutes}} = .233 \text{ or } 23\% \text{ of a school day}$$

- Calculate the number of students a teacher would teach for 23 percent of the day by multiplying that percent of the day by the number of Chapter 1 students to be served.

$$40 \text{ Chapter 1 students} \times 23\% = 9.2 \text{ students}$$

- Calculate the number of FTE teachers to be provided by the LEA by dividing the number of students calculated above by the average regular class size.

$$\frac{9.2 \text{ students}}{25 \text{ students}} = .37 \text{ (.368) FTE teachers}$$

Total Resources the LEA Must Provide

- 1.2 FTE language arts teachers
- .37 FTE mathematics teachers

The LEA determines required resources separately for each subject. The LEA must contribute resources equal to one full-time teacher, since the fractional parts of the language arts teachers and mathematics teachers can be dropped.

* * * * *

Secondary School - Example 1

This example pertains to an LEA that has one school implementing a language arts replacement project.

Items to know before calculating the resources the LEA is required to provide are as follows:

- Average language arts class size for a full-time teacher.
- Number of periods a day a full-time language arts teacher teaches.
- The number of children to be served by the replacement project.

Let the average class size be 30, the number of periods a language arts teacher teaches per day be 5, and the number of students to be served be 300.

- A full-time teacher would normally teach 150 students per day.

$$30 \text{ students} \times 5 \text{ periods} = 150 \text{ students}$$

- To calculate the resources the LEA must contribute, divide the number of Chapter 1 students to be served by the number of students a full-time teacher would teach during the day.

$$\frac{300 \text{ Chapter 1 students}}{150 \text{ students}} = 2$$

The LEA must contribute resources to equal 2 full-time teachers.

* * * * *

Secondary School - Example 2

This example pertains to an LEA that has more than one school implementing an English replacement project.

Items to know before calculating the resources the LEA is required to provide are as follows:

- Average districtwide English class size for a full-time teacher.
- Average number of periods a day a district English teacher teaches.
- The number of children to be served by the English replacement project.

Let the average class size be 28, the number of periods an English teacher teaches per day be 5, and the number of students to be served by Chapter 1 be 60 students in one school and 80 students in another school, or a total of 140 students.

- A full-time English teacher would normally teach 140 students per day.

$$28 \text{ students} \times 5 \text{ periods} = 140 \text{ students}$$

- To calculate the resources the LEA must contribute, divide the number of Chapter 1 students to be served by the number of students a full-time teacher would teach during the day.

$$\frac{140}{140} = 1$$

The LEA must contribute resources to equal 1 full-time teacher.

* * * * *

Secondary School - Example 3

This example pertains to an LEA that has one school implementing a mathematics replacement project. This mathematics replacement project will be conducted in the eighth and ninth grades. Teachers of ninth grade students are required to have larger classes than teachers of eighth grade students.

Items to know before calculating the resources the LEA is required to provide are as follows:

- Average mathematics class size for eighth grade teachers.
- Average mathematics class size for ninth grade teachers.
- Number of periods a day a full-time mathematics teacher teaches.
- The number of eighth grade students to be served by the replacement project.
- The number of ninth grade students to be served by the replacement project.

Let the average eighth grade mathematics class size be 30, the number of periods a day a teacher teaches be 5, and the number of eighth grade students to be served by Chapter 1 be 75.

- A full-time teacher would normally teach 150 students per day.
30 students x 5 periods = 150 students
- To calculate the resources the LEA must contribute for the eighth grade portion of the replacement project, divide the number of Chapter 1 eighth grade students by the number of students an eighth grade mathematics teacher would teach during the day.

$$\frac{100}{150} = .5$$

Let the average ninth grade mathematics class size be 35, the number of periods a day a teacher teaches be 5, and the number of ninth grade students to be served by Chapter 1 be 100.

- A full-time teacher would normally teach 175 students per day.

$$35 \text{ students} \times 5 \text{ periods} = 175 \text{ students}$$

- To calculate the resources the LEA must contribute for the ninth grade portion of the replacement project, divide the number of Chapter 1 ninth grade students by the number of students a ninth grade mathematics teacher would teach during the day.

$$\frac{100}{175} = .57$$

Add .5 and .57 = 1.07. Since the LEA may drop the fractional portion, it must contribute resources equal to 1 FTE staff.

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APPENDIX C

EXAMPLES OF SUPPLEMENTARY SERVICES FOR HANDICAPPED STUDENTS^{*}

Section 1014(d) of Chapter 1 and Section 200.31(c)(5)(iii) of the regulations provide that an LEA may not use Chapter 1 funds to provide services that are required by Federal, State, or local law to overcome children's handicapping conditions. Therefore, services that must be provided for children because of their handicap (for example, services required by the Education of the Handicapped Act) may not be paid for with Chapter 1 funds. An LEA may provide services for handicapped children that comply with the supplement, not supplant requirement if the Chapter 1 services have all of the following characteristics:

- The LEA designs the Chapter 1 project to address special needs resulting from educational deprivation, not needs relating to children's handicapping conditions.
- The LEA sets overall program objectives that do not distinguish between handicapped and non-handicapped participants.
- The LEA selects handicapped children for Chapter 1 services on the basis of educational deprivation, not on the basis of handicap, and the LEA selects those handicapped children who can be expected to make substantial progress toward accomplishing project activities without substantially modifying the educational level of the subject matter.
- The LEA provides the same services to address children's handicapping conditions from non-Chapter 1 funds that are provided for handicapped children in non-project schools.
- The LEA provides Chapter 1 services at intensities taking into account the needs and abilities of individual participants, but without distinguishing generally between handicapped and non-handicapped participants with respect to the instruction provided.
- The LEA provides for maximum coordination between the Chapter 1 services and the services provided to address the children's handicapping conditions in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the children's programs. Some examples of how this can be achieved are listed below.

^{*}From U.S. Department of Education, Chapter 1 Policy Manual, April 1990.

Examples of Chapter 1 Services for Handicapped Students

1. In-class

An educational assistant, tutor, or teacher can provide supplemental instructional assistance to Chapter 1 students who may also be handicapped during their mainstreamed instructional activities. For example, if a handicapped student has been determined to be educationally deprived in language arts, the in-class tutor can provide assistance during the time the student is mainstreamed into language arts activities. This in-class tutor can work with all those in the language arts class who have been identified as eligible for and selected to receive Chapter 1 services. In this manner, there is maximum coordination with the classroom teacher since services are provided in the regular classroom and the handicapped students are not segregated from non-handicapped students when Chapter 1 services are provided.

2. Multiple-funded teacher

A special education teacher can be multiple funded by special education funds and Chapter 1 funds in order to teach handicapped students for a portion of the day and Chapter 1 students for a portion of the day. In the portion of the day during which the teacher will work with Chapter 1 students, the teacher would be working with some of the handicapped students who were identified as eligible for and selected to receive Chapter 1 services. In this manner, there would be automatic coordination for those students in special education and Chapter 1 since the same teacher would be providing both services. This teacher could then spend sufficient time with the classroom teachers for coordinating Chapter 1 and regular services for those non-handicapped Chapter 1.

APPENDIX D

EXAMPLES OF SUPPLEMENTARY SERVICES FOR LEP STUDENTS*

Section 1014(d) of Chapter 1 and Section 200.31(c)(5)(iii) of the regulations provide that an LEA may not use Chapter 1 funds to provide services that the LEA is required to provide for children with LEP under Federal or State law, including provisions required by Lau v. Nichols. The level of services necessary to meet Federal or State requirements must be provided from non-Chapter 1 sources. An LEA may use Chapter 1 funds to provide services for children with LEP that comply with the supplement, not supplant requirement if the Chapter 1 services have all of the following characteristics:

- The LEA designs its Chapter 1 project to address special needs resulting from educational deprivation, not needs relating solely to the children's LEP.
- The LEA sets overall project objectives that do not distinguish between participants of LEP and other participants.
- Through the use of uniform criteria, the LEA selects children for participation on the basis of educational deprivation, not on the basis of LEP.
- The LEA provides Chapter 1 services taking into account the needs and abilities of individual participants. The LEAs may use Chapter 1 funds to provide staff who are bilingual and secure appropriate materials, when such staff and materials are necessary to address the educational deprivation of children to be served. Some examples of how this can be achieved are listed below.
- The LEA provides for maximum coordination between the Chapter 1 services and the services provided to address the children's LEP in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the children's programs.

How can an LEA determine when it must use State and local resources to provide services for Chapter 1 LEP children?

There are several ways to make this determination:

1. Any services required by a court order or agreement with the Office for Civil Rights.
2. Any services that may be required by State law or regulation. For instance, if the State requires that LEP children receive

*From U.S. Department of Education, Chapter 1 Policy Manual, April 1990.

at least one hour of instruction daily in English as a second language (ESL), this must be provided with funds other than Chapter 1.

3. Any services required by local law, policy, or regulation.
4. Services similar to those being provided to LEP children not in the Chapter 1 program. For instance, LEP children in non-Chapter 1 schools receive one hour daily of special instruction in English; this must also be provided to Chapter 1 LEP children prior to any additional services the children might receive under Chapter 1.

Finally, the Lau decision requires LEAs to take steps to overcome the barriers posed by students' LEP. In addition, the Equal Opportunities Act of 1974 requires each educational agency "to take appropriate action to overcome barriers that impede equal participation by its students in its instructional programs" Therefore, in no instance should LEP children be receiving special services solely from Chapter 1.

Examples of Chapter 1 Services for LEP Students

1. In-class

In instances where there is one primary language spoken by LEP students--Spanish, for example--a Spanish-English speaking bilingual teacher, educational assistant, or tutor can provide supplemental instructional assistance to the LEP students in the classrooms of the instructional areas the students have been identified as educationally deprived. In this manner the Chapter 1-funded bilingual instructor will be in continual contact with the classroom teachers to coordinate Chapter 1 and core classroom services.

2. In instances where there are several languages spoken by LEP students, a teacher, educational assistant, or tutor who is trained to teach ESL can provide supplemental instructional assistance to students in the classrooms of the instructional areas the students have been identified as educationally deprived. The ESL and classroom teacher can continually coordinate Chapter 1 and core classroom services.

APPENDIX E

SAMPLE FORMULA FOR PSEN REDUCED CLASS-SIZE PROJECTS

Junior High Reading and Math - Psen Formula

Find the salaries of each teacher working with homogeneously grouped PSEN classes at the Junior High School. PSEN classes have smaller class sizes than "regular" or average classes. For the formula below, let's say an "average" English or Math class has 30 students, a PSEN class has 15 and the teacher's salary is \$30,000.

If a Junior High teacher taught five periods a day of average classes, there would be a total of 150 students.

$\$30,000 \div 150 \text{ students} = \$200 \text{ per pupil cost for "average" students.}$

If a Junior High teacher taught five periods a day of PSEN classes, there would be a total of 75 students.

$\$30,000 \div 75 \text{ students} = \$400 \text{ per pupil cost for PSEN students.}$

$\$400 \text{ PSEN per pupil cost} - \$200 \text{ "average" per pupil cost} = \$200 \text{ additional cost to instruct a PSEN student in a reduced class-size.}$

The difference between one class of PSEN students and one class of "average" students is 15.

$15 \text{ students} \times \$200 \text{ additional cost for PSEN students} = \underline{\$3,000}$
Junior High Reading or Math charges for each class of homogeneously grouped PSEN students.

Fringe is not included but could be calculated if necessary.